

MSSD judicial board members Tammy Post, left, Kim Pudans and Jeff Verdegem meet with coordinator of judicial programs Wilton McMillan to discuss guidelines for conducting hearings.

Disciplinary problems: MSSD takes a creative approach, involves peers

Two weeks ago, an MSSD student (John Doe here) was caught turning in a false fire alarm. He was brought before the campus judicial board for a hearing.

Wilton McMillan, coordinator of judicial programs, sat as advisor to the board. Doe's case write-up shows that "in the opinion of the campus judicial board, this student was guilty of a serious offense against the campus and Washington D.C. communities."

The board noted "the widespread problem of causing false alarms which appears to exist on our campus," and it expressed concern about "the basic attitude of this gentleman toward this problem and the need for high standards in our community."

The report stated further that it found "little indication that Doe understood the value of his school's citizenship and the obligations and responsibilities incurred therein."

The board recommended that Doe meet with the Washington, D.C. fire chief, who would explain the implications of this misdemeanor. Doe was informed that the seriousness of such action may warrant a fine of \$300 and 6 months in prison for anyone who knowingly turns in a false fire alarm.

Doe was also required to meet with residents of each dorm to lecture on the dangers and legal consequences of turning in a false fire alarm.

Further, Doe was suspended from MSSD until the fall semester of 1986. The severity of the board's decision was influenced by the fact that Doe was on disciplinary probation at the time of his offense.

In the new Judiciary System, inaugurated at MSSD last April, infractions of

the Student Code of Conduct are referred to a board composed of representative members of the student's community. The board holds hearings and makes decisions regarding disciplinary action when necessary.

Guidelines for the system were established by various administrators and staff advisors at MSSD. The guidelines adhere to a basic philosophy: that discipline is dealt with on educational and rehabilitative bases, rather than punitive. Penalties are humane and used sparingly. The student determines his/her restrictions while every effort is made to educate the student that it is the behavior which is unacceptable, not the person.

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Continuing Education unit maintains a fast, even PACE

"In search of new horizons . . ."

The phrase on the cover of the Programs in Adult and Community Education (PACE) catalog highlights the nature of the program's purpose and goals: New horizons.

Adult classes in history, real estate investment, consumer math, self defense, American deaf culture, driver education and others. Programs for deaf-blind individuals. Nationwide workshops and educational publications. Interpreted performances of live theater productions. A national issues forum and local advocacy efforts.

Those are some of the horizons being opened up for people in the Washington D.C. metropolitan area and across the country.

PACE, part of Gallaudet's College for Continuing Education (CCE), is striving to provide additional opportunities to

Will meets educators of deaf, clarifies stand on 'Manual 10'

Is a residential school for deaf students by definition "more restrictive" than a child's neighborhood public school?

Or could that residential school be "less restrictive" than the public school for a particular deaf student?

These questions were at the core of a Feb. 6 discussion on campus between Madeleine Will, assistant secretary of the U.S. Department of Education, and a score of leaders in the field of deaf education—including six heads of residential schools from as far away as California and Oregon.

Will was here to brief the officials on a proposed and controversial Monitoring Manual on Least Restrictive Environment. The manual is number 10 in a series of manuals being drafted by the Office of Special Education and Rehabilitation Services (OSERS) to monitor enforcement of the Education of All Handicapped Children Act (PL 94-142).

President Jerry C. Lee arranged for and hosted the one-hour briefing, conducted in the Board Room in EMG, as part of ongoing attempts for increased dialogue between the government and leaders in deaf education concerned about the effects of proposed changes in interpretation and enforcement of PL 94-142.

Will, after thanking Dr. Lee for his initiative in setting up the briefing, distributed a draft of a fact sheet on Least Restrictive Environment, a key requirement for education of handicapped children under PL 94-142. She went over the fact sheet line by line and

then distributed copies of the current draft of Manual 10.

Key issues raised

Discussion that followed centered on the meaning of "restrictive." The fact sheet referred to separate classes and separate schools as examples of restrictive placements. Heads of several residential schools for deaf students protested that this changes the intent of Congress in PL 94-142 and denies the reality that, for a particular student, a residential school may be less, not more, restrictive than a mainstream classroom.

Will referred to a continuum of alternative placements for handicapped students and quoted from Manual 10: "The continuum includes regular classrooms, resource rooms, special classes, separate schools, institutions, residential facilities, homebound instruction and hospitals."

Guests at the briefing did not argue that PL 94-142 offers this spectrum of placements. They did, however, disagree with Will's suggestion that the list should be understood as ranging from least restrictive (regular classrooms) to most restrictive (hospitalization). They emphasized again that "restrictive" depended on each student's individual needs and capabilities.

Two parents of deaf children addressed this point, suggesting that current interpretation of "least restrictive" by OSERS and by many local education agencies [LEAs] was in error. One parent, whose son is mainstreamed by

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new constituencies. The five key people involved in PACE—Dr. Boris Bogatz, Nancy Pollock, Art Roehrig, Thelma Schroeder and Leslie Proctor—each contribute expertise in different areas of adult education that enhance and support each other.

Dr. Bogatz, as acting director of PACE, coordinates all activities of this unit and is responsible for the Adult and Community Education (ACE) portion of the program. Similar to an "open university" concept, ACE offers a variety of classes for hearing impaired adults. It also serves as a model for similar programs around the country by sharing technical information and resources, and by training interns who return to their communities and use what they've learned.

Dr. Bogatz explained that PACE's services are designed to coordinate

with already-existing programs of area institutions—community colleges, the Smithsonian and other agencies—to make them more accessible to hearing impaired people. Where programs are not available, however, PACE sponsors its own.

"In a sense," said Dr. Bogatz with a smile, "our major goal is to put ourselves out of business. That is, if enough community sponsored programs were fully accessible to hearing impaired people, then there would be no need to offer classes through PACE."

The ACE portion of PACE will soon include offerings of day trips to places like Atlantic City and Williamsburg. Long-term travel and weekend retreat-type learning activities are also possibilities for the PACE program in the future. "In addition," said Dr. Bogatz,

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Controversial 'Manual 10' focus of Madeleine Will briefing

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choice, was firm in her opinion that mainstreaming was not the least restrictive environment for many deaf children.

The other parent, a resource room teacher for mainstream deaf children, said that the interpretation of "least restrictive" used by OSERS and most LEAs would deprive her daughter of a least restrictive placement in a special school—a placement which was possible, and did occur, she noted, prior to PL 94-142.

Will states goals

Will said her goal is to see that all special education children are educated in regular classrooms, with all necessary related services, including resource rooms. "This is my goal, even though we may not realize it in this decade," said Will.

She added that handicapped students should not be placed in more restrictive settings simply because less restrictive alternatives, such as neighborhood schools, lack available space and educational or related services. "If these schools lack space or services, then they must find a way to provide them," she said. "LEA programs should be strengthened to the point of being the least restrictive environment for all handicapped children."

Following some probing questions from the audience based on concrete examples, Will agreed that the language of Manual 10 left the impression

that regular school placement was the least restrictive environment for all handicapped children—and that such language was in error. She said that the least restrictive environment was a function of each individual situation, and that any placement position on the continuum could be least restrictive for a particular child.

One of the common misconceptions about Manual 10, said Will, is that children must fail in a regular classroom before placement in a "restrictive" environment can be made. "This is not permitted," she said. "Placement is decided based on a child's individual needs as stated in the IEP [Individualized Education Program]."

Interpretations differ

Several school administrators in attendance informed Will that LEAs are currently interpreting and applying Manual 10 more literally and narrowly than Will was suggesting during the briefing. She responded she would work with OSERS to clarify and better articulate the monitoring provisions in order to minimize confusion.

Others in attendance requested that Will and OSERS officials understand the many ways in which deafness is unlike any other handicapping condition, especially in terms of language development.

The following organizations were represented at the briefing: A. G. Bell Association for the Deaf, American Society for Deaf Children, Conference of Educational Administrators Serving the Deaf, Convention of American Instructors of the Deaf and National Association of the Deaf.



Madeleine Will, left foreground, speaks at Feb. 6 briefing. Among the participants, from left on far side of table, are Dr. Richard Steffan, assistant superintendent, Maryland School for the Deaf, Columbia; Gordon Kaufman, superintendent, Colorado School for the Deaf and Blind; Dr. Donna Dickman, acting executive director, Alexander Graham Bell Association for the Deaf; Jacqueline Mendelsohn, former executive director, American Society for Deaf Children; and Dr. William Castle, vice president for government relations, Rochester Institute of Technology, and director, National Technical Institute for the Deaf. In the right foreground is Gary Olsen, executive director, National Association of the Deaf. Phyllis Rogers, far left, interprets.

In addition to Dr. Lee, Gallaudet officials attending the briefing included Dr. Robert Davila, Jack Gannon, Dr. Mervin Garretson, Dr. Gerilee Gustason and Doin Hicks.

The briefing was followed by a social hour at the Edward Miner Gallaudet Residence hosted by Dr. Lee and Joan Lee.

One of the participants said she felt "it was very brave of [Will] to come

into a situation that could have looked to her like a den of lions." Others said they were thankful for the opportunity to express their concerns and reservations about the proposed manual. Many of the participants said they felt the meeting was an important "first step" in creating better dialogue and understanding between the Department of Education and educators of deaf children.

New York and Illinois (28 students each) are the most common home states of baccalaureate students who enrolled at Gallaudet last fall. The rest of the top 10 home states: Maryland (27), Minnesota (19), Massachusetts (18), Texas (16), Virginia (15), Pennsylvania (13), and Ohio and Florida (12 each). The figures do not include transfer or international students.

Gallaudet undergraduates are predominantly female (871 to 665). Students at MSSD are predominantly male (229 to 161). And the graduate students? They are overwhelmingly female, by a ratio of nearly three-to-one (232 to 76).



Published each Monday for staff and faculty of Gallaudet College by the Office of Alumni Relations and Advancement.

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Gallaudet College is an equal opportunity employer/education institution. Programs and services offered by Gallaudet College receive substantial financial support from the U.S. Department of Education.

Responsible citizenship goal of MSSD judicial program

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According to McMillan, the goals of the Judicial System include charging students with responsibility for their own behavior, effecting appropriate disciplinary measures and educating students in the concepts of law. The system also assists students in understanding the relationship between their responsibilities and their freedoms.

"There is a need to involve the whole campus community in working together for our common good," said McMillan. "At MSSD there has been a lack of understanding by students regarding their responsibilities within the school community and in the general society. The Judicial System aims to rectify this problem."

McMillan gives credit for establishing the system at MSSD to Frank Turk, dean of MSSD Student Life. Dr. Turk started a similar system at the College during his tenure as assistant dean of Student Affairs there.

The structure of the system provides for a student-led and student-managed court conducted by two judicial boards involving students, faculty and staff. The residence hall board has jurisdiction over infractions of housing rules established by Office of Judicial Programs. The campus board conducts hearings on infractions of campus-wide rules. It is also the appeals board for cases originating with the residence hall board.

As a precaution against inappropriate or prejudicial action, the final appellate jurisdiction lies with the deans of Pre-College Programs.

"Strong emphasis is placed on the

students' right to 'due process' in the legal process," said McMillan. "Many students here need to be aware of their right to be heard when accused of wrongdoing."

Student board members were required to have a total of 25 hours of training prior to the formal implementation of the system last fall. Their training included development and application of judicial skills in peer counseling, human relations and basic psychology. Sessions were also held on the theory of personal development and legal issues in secondary education.

In his position as coordinator of the Judicial System, McMillan screens complaints against students, clarifies case materials, notifies accused students of alleged grievances and advises them of their rights.

McMillan is also responsible for forwarding complaints to the appropriate board for hearing, implementing sanctions of both boards and reviewing requests for appeals.

The boards meet separately every Tuesday to review case materials.

"One indication of the effectiveness of the system is the significant reduction in the use of alcohol and marijuana among our students," said Dr. Turk. "The students seem to realize that when disciplinary action takes place, this is, more than anything else, an indication of the staff's caring attitude and sense of responsibility for their welfare."

McMillan said that the MSSD judicial system can serve as a model for schools seeking creative ways to handle student disciplinary problems. The

MSSD Office of Student Life has provided copies of the *Guidelines for a Model Secondary School Judicial System Serving Hearing Impaired Adolescents* to administrators of schools for deaf students across the country.

"We are initiating outreach programs and conducting training workshops on judicial procedures relative to high school students," said McMillan, "and more Judicial Enrichment Days are planned such as the one held in January."

Drama scheduled

The Theatre Arts Department will present Michael Cristofer's "The Shadow Box," directed by William Moses, on Feb. 28 and March 1, 7 and 8 at 8 p.m. in Elstad Auditorium.

The 1977 drama—which won a Tony Award and a Pulitzer Prize—deals with three terminally ill patients. Described as "a beautifully realized drama of sensitive perceptions, often as funny as it is moving," the play examines the three's anxieties and acceptance of the finality of their conditions.

Tickets are \$2.50 for students and children (including sign language students), and \$4.50 for all others. Gallaudet students will be admitted free with IDs. Reservations can be made by calling x5608 (TDD) or x5605 (V).

The box office at Elstad Auditorium will be open from 2-5 p.m. on Feb. 24-27 and March 3-6, from 2-8 p.m. on Feb. 28 and March 7 and from 5-8 p.m. on March 1 and 8.

PACE programs span full horizon

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"PACE is looking at coordinating activities with Gallaudet's regional centers."

Nancy Pollock, the adult basic education (ABE) coordinator, oversees the development and organization of all ABE classes at the College. She supervises the 13-member staff, 75 percent of whom are deaf personnel. She also conducts national workshops on ABE programs for deaf people, which focus on topics such as psychosocial aspects of deafness, language and development, communication, funding for ABE programs and case studies of students to determine priorities for instructions.

In addition, Pollock provides consultation for institutions wanting to work with deaf people at the adult basic education level, such as independent living centers, community colleges and public schools. She assists programs at Gallaudet's regional centers and conducts workshops tailored to individual needs. She also works with national and local adult education associations advocating programs for handicapped individuals, particularly for those who are deaf.

Pollock served as program planning coordinator of the Adult Learners with Disabilities unit at the annual conference of the American Association for Adult and Continuing Education held last November in Milwaukee, Wis.

At the local level, Pollock works with the District of Columbia Public School System, serving on its Participatory Planning Committee to advocate for educational needs of deaf adults.

Pollock said that her office is working with other campus departments in providing practicum experience for graduate and undergraduate students. During the past semester, a practicum student provided counseling to ABE students, to supplement the English and math course offerings.

Art Roehrig, coordinator of the Hearing-Vision Impaired Program (HVIP), and his assistant, Thelma Schroeder, work closely together in developing the many services provided by HVIP.

HVIP encompasses four areas: adult education, family education, professional training and consultation. Roehrig is responsible for nearly all programs at the national level, conducting 10-20 workshops every year in the United States and Canada. The workshops serve professionals such as vocational rehabilitation counselors, school administrators, dorm supervisors, psychologists, social workers and medical personnel.

As chair of the national convention for the American Association of the Deaf-Blind, scheduled to meet at Gallaudet June 22-29, Roehrig is currently planning programs and figuring logistics for the 200-250 deaf-blind people who will attend, plus making arrangements for the 300-350 volunteers, interpreters and guides who will assist at the conference.

Thelma Schroeder is responsible for all HVIP programs at the local level, developing adult education programs for deaf-blind individuals and arranging for such services as interpreting, transportation and consultation/referral in the D.C. area.

Schroeder has been working on a community services directory that will list information about agencies, services and organizations for deaf-blind people in the D.C. area. Schroeder and Roehrig



Acting director Boris Bogatz, right, heads the PACE team. Other members are, from left, Nancy Pollock, Art Roehrig, Leslie Proctor and Thelma Schroeder.

anticipate that the directory, to be published in April, will become a model for other such programs in the country. A related project being developed within HVIP is a nationwide community services directory.

PACE programs are supported by a wide variety of printed and graphic materials. Leslie Proctor, materials development specialist, is responsible for developing, designing, evaluating and disseminating such materials, plus instructing others in developing materials for their own programs.

Much of the material Proctor develops is for classroom instructional purposes. Some materials are designed to help the instructors themselves, including *Multihandicapped Deaf Adults: A Manual for Instructional of Independent Living Skills*, which was published last year.

Proctor has been working recently on a variety of materials for educating deaf

people with low reading skills about dental care, in cooperation with the University of Minnesota School of Dentistry through a grant from the American Dental Fund.

Proctor's activities also include conducting workshops, developing courses and creating displays, primarily on the theme of materials development for the education of basic level deaf adults. She works closely with Nancy Pollock and ABE teachers to develop materials needed for instruction and to evaluate field-tested materials.

Information about PACE's many programs is included in a catalog published each fall and spring semester. The catalog and periodic supplements are mailed to constituents in the greater Washington metropolitan area. PACE is also planning to set up an automatic TDD contact number that will provide up-to-date information about available offerings.

Impact of PL 94-142 on education of deaf discussed in *Gallaudet Today*

Public Law 94-142, the Education of All Handicapped Children Act, continues to generate equal amounts of heat and light as parents, teachers, school administrators and government officials struggle to provide "appropriate" educations to deaf children in "least restrictive environments."

The ongoing debate, and its far-reaching effects on thousands of people who must live with and apply the shifting definitions of those legal terms, is the focus of the Winter 1986 issue of *Gallaudet Today*, the College's quarterly magazine.

Joanne Greenberg, author of "In This Sign," opens the 20-page section of the theme issue with an overview of PL 94-142 on its 10th anniversary. Parents from Illinois, Ohio, Pennsylvania and Washington state offer personal accounts of how the law has helped or hurt their searches for quality education for their deaf children. And five teachers share their thoughts on

how the law has changed education of deaf children—and how narrow legal definitions can limit educational opportunities.

The spectrum of peoples' hopes and fears regarding the law is timely given current movements within the U.S. Department of Education to redefine how the law should be interpreted, applied and monitored.

The special theme issue is available for \$1.00 (\$1.25 at bookstore, or if mailed off campus). Please send your order, with payment, to the *Gallaudet Today* office in Chapel Hall.

Provost list narrows

Applications for the position of provost of the College closed Jan. 15.

The Provost Search Committee will complete interviews of candidates by Feb. 19.

According to Dr. Robert Davila, vice president for MSSD/KDES and chair of the search committee, the committee expects to give President Jerry C. Lee a list of the best candidates by Feb. 24.

"Then Dr. Lee will dissolve the committee and put into place his own process for identifying the new provost," Dr. Davila said. "The president hopes to be able to announce his selection to the Board of Trustees at the meeting in March."

TAP coordinates details on devices

The Technology Assessment Program (TAP) is currently compiling a mailing list designed to notify interested persons on campus about demonstrations by vendors and inventors of devices for deaf and hard of hearing people.

According to Judy Harkins, director of the program, anyone interested in seeing a demonstration should write to her in Trailer Five to be placed on the mailing list. Those on the list will receive notices of times and places of demonstrations; they will also be asked to confirm plans to attend. Some of the demonstrations will be scheduled on short notice.

Harkins said that her unit, the National Information Center on Deafness and the Assistive Devices Center are working together to provide opportunities for vendors and inventors to show their devices on campus. Harkins added, however, that individuals who know of a device of interest to the campus can use the mailing list to alert others to the date of a demonstration.

Announcements

Camp Mark Seven, a deaf youth camp in upstate New York, is now eligible to receive designated contributions through payroll deductions to the Combined Federal Campaign. The camp, located in Old Forge, N.Y., is a program of the Mark Seven Deaf Foundation. For more information, write the Rev. Thomas Coughlin, director, Camp Mark Seven, P.O. Box 1744, Wheaton, MD 20902, or call him at 649-5229.

The 6th Annual Benefit Basketball Game, sponsored by the Gallaudet Community Relations Council, is scheduled for Feb. 22 at 5 p.m. in MSSD auditorium. Proceeds from the game will be donated to the family of Catherine Fuller, who was murdered last year in the area of 8th and H Streets NE. Anyone interested in playing on the Gallaudet team can pick up an entry form at room 4, College Hall, or the principal's office, KDES. Tickets may be obtained by contacting LaVarne Hines, x5519 (V/TDD), or Al Couthen, x5256 (V/TDD).

English instructor Steve Lombardo and music instructor Diane Merchant will talk on "Music Courses at Gallaudet" Feb. 19 at noon in the Abbey.

Gallaudet College Computer Services (GCCS) has announced its short courses for the spring semester, which are free and open to all faculty, staff and students. Registration forms are available from GCCS, HMB 118. Send completed registration forms to Computer Services, HMB 118, Box 199. No registration forms will be accepted after Feb. 28. For more information, contact Esther Gordon or the secretary in User Services, x5613 (V/TDD).

Late breaking news

On the Green was published on Tuesday this week because the paper's printer, Adcrafters of Baltimore, observed Presidents' Day on Monday.

Victorious basketball teams head toward season finales

All in all, it's been a good season for Gallaudet hoopsters. No, a *great* season. The women's basketball team entered the Catholic University tournament last weekend with a 14-7 record, the team's 8th year in a row with a winning record.

Meanwhile, the men's basketball team faced the last three games of the season with an 12-11 record, the best since 1963 when it was 11-9. That winning season was the first in 50 years for men's basketball (the 1913 team finished at 11-5).

Both teams, described by their coaches as "young," got off to rocky starts. The women's team was held back at the beginning because, ironically, the volleyball team was doing so well. Several women basketball players were also on the volleyball team that went to the NCAA Division III regional playoffs.

The men's team lost some players early in the season and had to scramble to get back to the .500 mark in early February.

But things picked up for both teams. The women's team will host the Chesapeake Women's Athletic Conference tournament in the Field House Feb. 21-23. Close rival Marymount College is considered the top seed in the tournament.

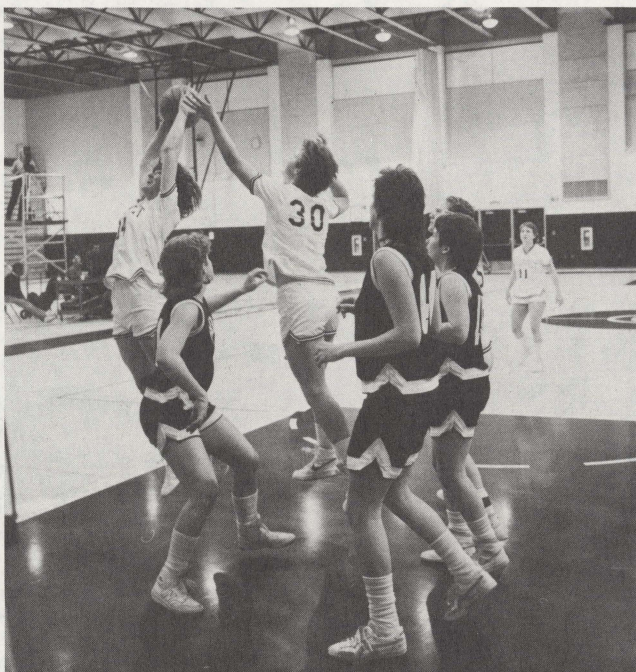
Coach Kitty Baldrige said that Angela Kuehn, a junior, is a potential All-American athlete.

"I have always been impressed with the caliber of the players on the women's basketball team," said President Jerry Lee. "Coach Baldrige has done well over the years. My favorite story about the team is the time they won in overtime with only three players."

That happened last year against Mary Baldwin College. Gallaudet went into the game with only five players, and two of the players fouled out. The remaining trio pulled out a 73-70 victory.

The men's team had a 1-7 record at winter break and was averaging only 61 points a game. Then the team went into overtime against Washington College—ranked 8th in NCAA Division III—and things started looking up. This semester the team is averaging 78 points per game.

Coach Mike Rosenbaum said that the team will be playing



Gallaudet's Becky Bonheyo gets the offensive rebound in a January game against Western Maryland College. Angela Kuehn, #30, assists, and Stacia Barron, #11, gets ready to move. Gallaudet won, 56-50.

a Division III schedule next year. Rosenbaum feels that David Hamilton, a sophomore and team co-captain, is All-American material.

"I am extremely pleased with the progress Coach Rosenbaum and his players are making," said Dr. Lee. "This year's record of 12 wins versus 11 losses [at press time] is the best record we've had since 1963. It is certainly better than last year's 1 and 9 record!" said Dr. Lee, laughing.

"This year's record is especially significant since the team lost its 6' 7" center, Rick Richardson, who returned to his home in California," said Dr. Lee.

Athletes on both squads, most of whom are playing together for the first time, look forward to becoming even stronger as they gain experience as teams.

The coaches are understandably pleased, as are the fans.

Sponsored R&D

The Fund for the Improvement of Postsecondary Education (FIPSE) has announced that there will be an FY86 competition for the Comprehensive Program. This program is interested in supporting risk-taking, action-oriented, innovative projects dealing with significant problems in undergraduate education, including the following foci:

- Advancing intellectual and cultural heritage;
- Improving retention and completion rates;
- Improving educational quality by raising academic standards;
- Reforming the education of school teachers by making it easier for able people to qualify as teachers who have degrees in fields other than education;
- Strengthening postsecondary educational institutions and organizations by developing the abilities of their administrators, faculty and staff; and
- Developing educational use of technology, including computers, television and other electronic media.

Preapplications only (a 5-page narrative) must be received by March 4 and formal applications by June 4. If you are interested in applying or would like more information, please contact the Office of Sponsored Programs (x5033) immediately.

Provided below are application deadlines of selected programs that offer potential grant or contract opportunities for faculty, staff and graduate students. More details on these and other programs of interest can be obtained from the Office of Sponsored Programs, x5033 (V/TDD).

Classified Ads

FOR SALE: Wilderness camping resort membership, Fredericksburg, Va. w/camping, fishing, tennis, pool and lake swimming, gym. \$1,000 down and take over payments/neg. Call Howard, 377-6354 (TDD) weekdays after 3 p.m. or 773-8783 (TDD) weekends.

FOR RENT: Furnished room and 2-rm suite in adult home across from NW Campus. Both w/bath; kitchen/laundry privileges. Nonsmoker only. \$300/mo. (room) or \$400/mo. (suite) inc. util. Call 722-0461 (V/TDD) after 6 p.m.

FOR SALE: 5 wooded acres in Blue Ridge Mountains, W. Va. Great for hunting and fishing; state park and river nearby. \$6,000, must sell. Call Howard, 377-6354 (TDD) weekdays after 3 p.m., 773-8783 (TDD) weekends.

WANTED: Round-trip daily transportation for student to Kendall Green from Germantown area (near Lakeforest Mall). Contact

Rhonda through campus mail Box 2876 or call 972-4745 (V/TDD).

FOR SALE: Large, 1-BR condo in secure building, close to Metro. W/W carpeting, new W/D and kitchen appliances, A/C. Will help with closing costs. Call 459-2816.

WANTED: Sign language tutor for hearing family in McLean, Va., possibly 1 hr./week. Parents, 2 small children. Schedule, salary negotiable. Call Maureen, 556-0197 (V).

FOR SALE: 2-3 BR rowhouse 10 min. from Kendall Green, near public transportation/shopping. Newly remodeled bathroom w/sunken tub, double sink vanity. \$67,000. Call Linda, x5100 (V/TDD) days, 269-4628 (V) eves.

FOR SALE: Antique wardrobe converted to stereo cabinet, \$150; large antique dresser, \$110; brown corduroy sofa-bed, \$150. All in exc. cond. Call David, x5274 (V), or leave message at x5270 (TDD).

You and Your Job

Interpreted plays set

Arena Stage in Washington, D.C. will present a three-play mini-series of sign-interpreted performances at a special discount this spring.

The plays, selected by the Arena Stage Deaf Access Committee, include "The Wild Duck" by Henrik Ibsen, to be performed April 10 at the Kreeger; "The Philadelphia Story" by Philip Barry, April 15 at Arena Stage; and "The Taming of the Shrew" by William Shakespeare, June 24 at Arena Stage. All performances will begin at 8 p.m.

There will be an optional sign-interpreted discussion with special guest speakers following each show.

Tickets for the three-play series are \$39, discounted 35 percent from the regular ticket price.

For additional information, call 484-0247 (TDD) or 488-3300 (V).

Health Insurance Update

A total of 123 employees elected to make changes in their health insurance coverage during the Federal Employees Health Benefit Open Season that ended Dec. 6. The new coverage became effective Jan. 5.

Health insurance identification cards will be provided to employees by the various health insurance companies. Employees who made changes in coverage should receive their information packets and ID cards by the end of February. In the meantime, if it is necessary to use the insurance, the employee copy of the enrollment form may be used as proof of coverage.

Jobs Available

Some of the advertised staff positions may already be filled. For updated information, call the JOB RECORDING in the Personnel Office, x5514 or x5520 TDD.

SECRETARIAL POSITIONS: Contact Personnel for listing.

DEAN OF STUDENT AFFAIRS
MATHEMATICS TEACHER: MSSD
COORDINATOR OF RESIDENCE EDUCATION: School of Preparatory Studies
DISPATCHER: Safety and Security
INSTRUCTIONAL AIDE: Life Adjustment Program
INDUSTRIAL ARTS TEACHER-ELECTRONICS: MSSD

VOCATIONAL EVALUATOR: MSSD
AUDIOLOGIST: MSSD
ENGLISH TEACHER: MSSD
REGISTERED NURSE: Student Health Service
MANAGER, DESIGN AND CONSTRUCTION: Physical Plant
PRODUCTION SPECIALIST: Television, Film & Photography
ASSISTANT PRODUCTION SPECIALIST: College Television
UNDERGRADUATE ADMISSIONS ASSISTANT: Admissions
VARIOUS POSITIONS: Family Learning Vacation program